



University of North Texas
College of Education
Department of Educational Psychology
EPSY 5105 (Sections 020/026)
Nature and Needs of the Gifted and Talented Student

Instructor Contact

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BEST WAY TO CONTACT: Email or Canvas messaging. I will generally respond within 48 hours Monday through Friday, 7AM-4PM.

Course Description

3 hours. Introduction to the intellectual, social, emotional and educational characteristics and needs of gifted, talented and creative individuals. Includes study of varied conceptions of gifted, talented and creative research findings.

Pre-requisites

None.

Course Objectives

Upon completion of this course, students will be able to:

- 1) Explain historical foundations of gifted education including early and modern conceptions of intelligence, giftedness, and talent development.
- 2) Analyze issues related to the identification of giftedness.
- 3) Describe the intellectual, social, and emotional characteristics of gifted and talented individuals.
- 4) Describe the basic needs and characteristics of special populations of gifted individuals including those from various cultural backgrounds and environments and those with varying levels of intelligence.
- 5) Create nurturing learning environments so that gifted individuals become effective learners and develop social and emotional well-being.
- 6) Locate and use organizations and publications relevant to the field of gifted and talented education.

Required Materials

Roberts, J. L., Inman, T. F., & Robins, J. H. (2018). *Introduction to gifted education*. Waco, TX: Prufrock Press.

Other supplemental readings will also be required but will be available online at no cost. More information will be provided online.

Recommended but not required reading

Karnes, F. A., & Stephens, K. R. (Eds.). (2008). *Achieving excellence: Educating the gifted and talented*. Upper Saddle River, NJ: Pearson.

Technology Requirements

- Microsoft Word will be used for all word processing. You can access Office 365 on the course home page.
- Adobe Acrobat Reader (available here: <http://www.adobe.com/uk/products/acrobat/readstep2.html>)

Course Requirements

Each Module runs one full week, ending at 8:00 am on Sunday, with the exception of Module 8 which ends 11:59 pm on Friday of the last week of class. Module 1 begins at midnight the morning of the first day of classes.

Module	Reading and Study Requirements	Assignments & Assessments*	Points
1: Conceptual Frameworks and History of Gifted Education Aug 26-Sept 1	Chapter 1 & 2 2 PDFs 1 DOC 2 websites 1 link	Introduce Yourself Post	10
		Module 1 Discussion <ul style="list-style-type: none"> ▪ Initial response due Friday, August 30, 11:59 pm. ▪ Replies due Sunday, Sept 1, 8:00 AM 	40
2: Theories, Paradigms, & Models of Giftedness Sept 1-Sept 8	1 video 3 PDFs 7 websites	Module 2 Discussion <ul style="list-style-type: none"> ▪ Initial response due Friday, Sept 6, 11:59 pm. ▪ Replies due Sunday, Sept 8, 8:00 AM 	50
		Research Article Critique #1 due Sunday, Sept 8, 8:00 AM	150
3: The Gifted Learner Sept 8-Sept 15	Chapters 4, 5, & 6 1 PDF 2 websites	Module 3 Discussion <ul style="list-style-type: none"> ▪ Initial response due Friday, Sept 13, 11:59 pm. ▪ Replies due Sunday, Sept 15, 8:00 AM 	50
4: Identification of Giftedness Sept 15-Sept 22	Chapters 7 4 PDFs	Module 4 Discussion <ul style="list-style-type: none"> ▪ Initial response due Friday, Sept 20, 11:59 pm. ▪ Replies due Sunday, Sept. 22, 8:00 AM 	50
		Research Article Critique #2 due Sunday, Sept 22, 8:00 AM	150

<p>5: Talent Development & Creativity</p> <p>Sept 22-Sept 29</p>	<p>Chapters 15 & 16</p> <p>2 PDFs</p>	<p>Module 5 Discussion</p> <ul style="list-style-type: none"> ▪ Initial response due Friday, Sept 27, 11:59 pm. ▪ Replies due Sunday, Sept 29, 8:00 AM 	<p>50</p>
<p>6: Special Populations</p> <p>Sept 29-Oct 6</p>	<p>Chapters 17, 18, 19, & 22</p> <p>4 PDFs</p>	<p>Module 6 Discussion</p> <ul style="list-style-type: none"> ▪ Initial response due Friday, October 4, 11:59 pm. ▪ Replies due Sunday, October 6, 8:00 AM <p>Research Article Critique #3 due Sunday, October 6, by 8:00 AM</p>	<p>50</p> <p>150</p>
<p>7: Serving the Gifted and Talented</p> <p>Oct 6-Oct 13</p>	<p>Chapters 12, 13, 14, & 25</p> <p>3 websites</p>	<p>Module 7 Discussion</p> <ul style="list-style-type: none"> ▪ Initial response due Friday, October 11, 11:59 pm. ▪ Replies due Sunday, Oct. 13, 8:00 AM 	<p>50</p>
<p>8: Final Project</p> <p>Oct 13-18</p>	<p>1 website</p>	<p>Final Project due Tuesday, Oct 15, 11:59pm</p>	<p>200</p>
<p>Total Points Possible</p>			<p>1000</p>

***Note:** All requirements for a Module are due by the end of the Module week. For specific due dates for each Assignment and Assessment, please refer to Module Assignment/Assessment details.

Course Expectations

As the instructor in this course, I am responsible for

- providing course materials that will assist and enhance your achievement of the stated course goals, guidance,
- providing timely and helpful feedback within the stated guidelines, and
- assisting in maintaining a positive learning environment for everyone.

As a student in this course, you are responsible for

- reading and completing all requirements of the course in a timely manner,
- working to remain attentive and engaged in the course and interact with your fellow students, and
- assisting in maintaining a positive learning environment for everyone.

Discussion Board Postings

Participation in this course will be assessed through the quantity and quality of your discussion board postings. I expect you to meaningfully contribute to the discussion each time a prompt is posted. There will be one prompt per course module. For full credit on the discussion board for each prompt, you need to respond to my prompt (this response should

be at least one paragraph in length) and respond at least two times to your peers' responses (through asking a question based on their response or by commenting on their response). These responses should be at least one paragraph in length).

Research Article Critiques

Students will complete three research article critiques (Modules 2, 4, & 6). More information is available on Canvas.

Final Project

You will write a 10-15 page paper applying the concepts you have learned to a short story. More information is available on Canvas.

Late Work and Make-Ups

No late work will be accepted and no make-up discussions or other assignments will be given.

Grading

Final course grades will be based on the following scale:

- A = 900 – 1000 pts.
- B = 800 – 899 pts.
- C = 700 – 799 pts.
- D = 600 – 699 pts.
- F = less than 600 pts.

Technical Support

It is unlikely I will be able to help with issues related to technical support. Ultimately, you are responsible for technical issues on your end, but please contact the Student Helpdesk for assistance when technical issues arise:

UNT Helpdesk
Sage Hall 130
940-565-2324
helpdesk@unt.edu

Technical Skill Requirements

To be successful in this course, you will need the following technical skills:

- Sending and receiving email
- Creating, sending, and receiving Microsoft Word documents
- Posting to discussion boards
- Printing Word documents OR opening and printing pdf files (using free Adobe Acrobat Reader)
- Navigating Canvas

Netiquette

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette (<https://online.uwc.edu/academics/how->

[online-education-works/online-etiquette](#)) when interacting with class members and your instructor. Students engaging in unacceptable behavior may be referred to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. UNT's expectations for student conduct apply to all instructional forums, including electronic classroom, labs, discussion groups, etc. The Code of Student Conduct can be found at: http://policy.unt.edu/sites/default/files/07.012_CodeofConduct_2013_0.pdf Please remember to remain respectful of your instructor and fellow classmates.

Academic Integrity

Academic [integrity policies](#) at UNT clearly state expectations for original and honest work to be submitted in all courses. UNT has a zero tolerance policy towards plagiarism.

The Department of Educational Psychology values academic integrity and supports the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Cases of Academic Dishonesty will be handled in accordance with UNT policies and procedures. Possible academic penalties range from a verbal or written admonition to a grade of "F" in the course. Further sanctions may apply to incidents involving major violations, including dismissal from the university. You will find the policy and procedures at using the link above.

ADA Policy

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and make arrangement with each faculty member prior to implementation in each class. Please communicate directly via email or phone with your instructor regarding your accommodations. For additional information see the Office of Disability Access website at <http://www.unt.edu/oda>. You may also contact them by phone at [940.565.4323](tel:940.565.4323).

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://ecfr.gpoaccess.gov>. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f)(6)(i)(G)" and can be found buried within this document: <http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPE=TEXT>

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance

education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.